Unit 41: Words and Images in Graphic Design

Unit code: Y/502/5246

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

The aim of this unit is to develop learners' technical and creative skills and understanding required to produce graphic design work that incorporates words and images whilst developing the underpinning knowledge needed to produce work to given themes.

Unit introduction

Words and images permeate the contemporary visual world, from the urban environment of signs, symbols and commercial messages to our television screens and computers. Art and design practitioners have both influenced and reflected their era through the use of cartoon and illustration, as storytellers commenting on political and social issues of the time. The rapid development in mass production of printed material encouraged designers to target their ideas to specific audiences. They recognised the potential for images and words across the commercial, political and wider cultural world and in order to compete in a highly competitive market. More recently, artists and designers have employed digital means to develop increasingly innovative ways of communicating their ideas.

This unit is about developing learners' skills in the use of graphic visual language and employing words and images in their work in a rich variety of ways for different purposes. In this unit learners will be taught to recognise the potential for words and images across a broad range of media, from printed matter, animations and the internet to traditional media, TV and photography. This will involve developing learners' technical skills as well as their ability to generate ideas that could result in original, exciting and thought provoking final outcomes.

Art and design practitioners have recognised and used the partnership words and images in their work, producing visually stimulating solutions to commercial and non-commercial briefs. This unit should combine creative thinking with practical, workable solutions. Learners should be guided through the benefits and pitfalls of producing work to a client brief for possible commercial use. Through this unit learners will develop an understanding of how to respond to given themes or assignments and how to develop appropriate ideas using carefully selected words and images that can communicate either literal or abstract outcomes.

Learning outcomes

On completion of this unit a learner should:

1   Know how words and images are used in the work of others

2   Understand the relationship of words and images when developing ideas

3   Be able to produce final outcomes that explore the potential of words and images.

Unit content

1 Know how words and images are used in the work of others

Graphic principles: eg graphic terms, scale, relationship between elements, layout, balance of elements, communicate intended message

Work of others: primary sources eg galleries, exhibitions, workshops, studios, commerce, businesses, guest speakers; secondary sources eg internet, television, advertising, books, magazines, design examples

Industry issues: eg timings, specific messages, materials, formats, costs, clients, customers

Medium: eg web, animation, magazine, illustration, television, advertising, packaging, print, on-screen, hoarding, handheld device

Purpose: commercial; public information; political; community; fine art

2 Understand the relationship of words and images when developing ideas

Different graphic elements: eg typography, fonts, textual material, primary and secondary source images; graphic visual language eg formal elements, layout, contrast, relative sizes, scale

Visual relationship: eg layout, composition, focal points, use of fonts, typographical styles, use of space, word and image combinations, juxtaposition of elements, message, meaning

Developing ideas: initial ideas eg roughs, storyboards, sketches, studies, layouts, preliminary designs; development eg reviews, refinements, analysis, evaluation; annotations eg notes, written pieces, descriptions; formats eg sketchbooks, notebooks, storyboards, worksheets, design sheets, onscreen

3 Be able to produce final outcomes that explore the potential of words and images

Final outcomes: eg magazine spreads, illustrations, animations, packaging, advertising; formats eg printed, onscreen, hoarding, handheld device, abstract, hand drawn, collage, montage

Visual communication: formal elements; visual language eg colours, textures, shapes, surfaces, signs, symbols, messages, qualities, mood, atmosphere

Abstract themes: non-specific messages, hidden or underlying meaning, double meanings

Literal themes: eg specific messages, clarity of message, functional, figurative, illustrations, charts, diagrams

Potential: media; message eg ideas, range, variations, developments, explorations; processes eg materials, tools, techniques, experimentation, combinations, formal elements, visual language, communication, information, quality

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify how words and images are used in the work of others [SM, RL, IE, TW]	**M1** describe how examples of others' words and images work together in a design context	**D1** define how examples of others' words and images work together in a design context and use judgements to inform own graphic design ideas
P2 explain the visual relationship of words and images within own ideas [RL, EL, CT]	**M2** analyse the relationship between words and images used within own ideas	**D2** evaluate the visual relationship between words and images used within own ideas
P3 explore the potential of words and images within own work. [CT, RL, SM, EP]	**M3** produce individual and considered final outcomes that incorporate words and images.	**D3** produce innovative ideas and exciting final outcomes that fully exploit the use of words and images.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit focuses on the exploration of the visual relationship of words and images in a graphic design context. Delivery should guide learners in the principles of graphic design styles and genres that use words and images, encouraging them to apply knowledge and skills in a range of complex activities.

The unit should be delivered primarily in studios and workshops where practical activities can take place. The exploration of visual relationships involving words and images should be carried out using a range of project work set by tutors that is continuously assessed.

Studio activity should include demonstrations, lectures, one to one advice and guidance and group discussions and tutorials. Appropriate source materials should be available to develop the learners understanding of graphic visual language focusing on how artists and designers use combinations of words and images within their own work. It would be beneficial to visit graphic design practitioners' studios and appropriate exhibitions. Learners would also benefit from investigating their own environments for examples of words and images; this could be carried out in the form of walking tours.

Tutors delivering this unit should direct learners towards the internet and relevant library facilities. Contemporary issues and technological developments can be investigated in up-to-date design magazines and journals as well as CD and DVD resources. Learners will increasingly engage in personal responses to negotiated briefs. Using real-life, client-based briefs will give learners opportunities to experience and understand the requirements and constraints of vocational graphic work and how this impacts on their own ideas and solutions.

Tutors should consider integrating delivery and assessment of this unit with any other relevant units the learner is taking as part of their programme of study. In planning delivery of project briefs, tutors should be aware of the need to track the relevant criteria of the units being covered.

Learning outcome 1 links historical and contemporary work with industry practice and should be delivered primarily through the use of information research facilities in learning resource centres, libraries, galleries and exhibitions where access can be made to specialist books and magazines, DVDs, CDs, the internet and sources of inspiration. Visits to working studios and input from practitioners will be of great value.

Learning outcomes 2 and 3 are interlinked and should be delivered through practical studio and workshop experiences working to design briefs with deadlines for completion of assessment and feedback. Learners need to consider both digital and traditional art and design media in the research, development and production of graphic visual ideas and concepts.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit • Discussion – initial thoughts • Potential, constraints, contexts • Possible outcomes • Ideas generation.
Assignment 1: Words and Images in Graphic Design • Past and present examples. • Different media – TV, magazine, animation, advertising, packaging. • Literal and abstract examples.
Supported study time: • production of sketchbook work, mood boards, thumbnails and roughs • annotation and research • ideas development • informal discussions.
Learner initiated study.
Assignment 2: Practical Exploration Workshops • Collage • Hand-drawn type • Computer-generated words and images • Words/image association • Photography based task • Software/hardware task and training • Short studio based challenges – thumbnailing workshop.
Learner initiated study.
Assignment 3: Advertising Brief One to one support: • individual learning plans • time management • formal discussion with tutors • assignment feedback • evaluations • formal and informal presentation/discussion.
Learner initiated study.

Topic and suggested assignments/activities and/assessment
Peer evaluations
• Idea generation and development
• Interim critique
• Final critique
• Discussion group.
Guest speaker
• Designer, illustrator, journalist, photographer.
Field trip
• Exhibition
• Walking tour
• Museum
• Studio.
Review of unit and assessment.

Assessment

For the pass criteria learners must demonstrate a working knowledge of graphic design language, styles and genres and a range of skills to explore word and image relationships when producing graphic design solutions.

Evidence for P1 might be collated as a PDF or in a reference file, sketchbook or a folder with appropriately annotated illustrations and examples of graphic design styles and language employing words and images.

Evidence for P2 and P3 will be through learners' basic response to a given brief, theme or project work and should include experimental work, ideas development and final design solutions. Evidence might take the form of design ideas worksheets, mood boards, sketchbooks and digital outcomes. In the development of their work, learners need to evidence their critical faculties at a basic level, which might be through relevant annotation, notes or through audio visual means as well as through witness statements and verbal evidence sheets.

Learners should present ideas and final outcomes to an appropriate standard that evidences understanding of the industry issues that may have affected their response to a given brief, theme or project task. Evidence for these outcomes can take the form of a formal or informal presentation/critique, annotated sketchbook and final design solutions, digital outcomes such as printed and mounted final pieces with a final evaluation.

For M1 and M2, learners need evidence of an individual approach to collating a comprehensive reference file of research into artists' and designers' use of words and images. They need to demonstrate informed understanding of others' use of graphic style and language. Evidence should include learners' individually developed ideas showing how they have used their research to employ words and images effectively. Annotation and notes accompanying research should evidence coherent understanding with effective use of relevant terminology. Further evidence for M1 and M2 will come from learners' own ideas in sketchbooks, worksheets, mood boards and digital outcomes including PDF files, computer printouts and other appropriate forms of evidence.

For M3, learners must show purposeful and individual experimentation and justification in developing final outcomes using words and images. Learners must demonstrate a wide range of responses to given briefs, themes and project tasks. Final outcomes learners should demonstrate and individual approach to abstract, literal or both themes and evidence will continue with the forms given for the pass criteria.

For D1 and D2, learners must produce comprehensive and independent collections of contextual material. They should demonstrate informed critical analysis of their own and others' use of words and images and show highly creative and imaginative experiments in producing innovative compositions. For D3, learners must demonstrate innovative design ideas and show in-depth understanding in response to given briefs. Evidence will include the forms given for the pass and merit criteria.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1 P2, M2, D2	**Assignment 1:** Words and Images in Graphic Design	Designer researching ideas.	Sketchbook (paper-based or PDF) consisting of research into examples of words and images, annotated notes, development of ideas (experiments with design ideas using traditional and digital media). Final piece – mounted to a professional standard. Formal presentation/critique that incorporates an overall evaluation of learner's work.
P2, M2, D2 P3, M3, D3	**Assignment 2:** Practical Exploration	Designer preparing mock-ups for a brief.	
P1, M1, D1 P2, M2, D2 P3, M3, D3	**Assignment 3:** Advertising Brief	Brief to research and develop ideas for a large format charity poster that incorporates words and images.	

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Graphic Visual Language	2D Visual Communication	Visual Recording in Art and Design
Introduction to Letterforms and Words	3D Visual Communication	Materials, Techniques and Processes in Art and Design
Introduction to Formal Drawing Techniques	Working with Graphic Design Briefs	Computers in Art and Design
		Information Graphics

Specialist graphic design studios and digital workshops will be required. These should be equipped with appropriate hardware, software and materials to fulfil the practical work in this unit. Access to digital media and design software is essential to support learners' digital ideas, technical development and expertise. Traditional photographic facilities could benefit depth of study. A well-stocked learning resource centre should be available with appropriate research materials in the form of books, magazines and internet facilities for historical, cultural and contemporary contextual research.

Employer engagement and vocational contexts

Centres should develop links with practising graphic designers to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

● Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

● local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillset, the Sector Skills Council for Creative Media (www.skillset.org), provides details (www.skillset.org/careers) on careers and the industry and has plus a regularly updated news and events page.

Indicative reading for learners

Textbooks

Ambrose G and Harris P – *Fundamentals of Creative Design* (AVA Publishing, 2007) ISBN 978-2940373475

Aynsley J – *A Century of Graphic Design: Graphic Design Pioneers of the 20th Century* (Mitchell Beazley, 2001) ISBN 978-1840003482

Baines P and Haslam A – *Type and Typography (Portfolio Series)* (Laurence King, 2005) ISBN 978-1856694377

Haslam A – *Book Design (Portfolio Series)* (Laurence King, 2006) ISBN 978-1856694735

Heller S – *Design Literacy: Understanding Graphic Design* (Allworth Press, 2004) ISBN 978-1581153569

Meggs P B – *Type and Image: The Language of Graphic Design* (John Wiley & Sons, 1992) ISBN 978-0471284925

Zappaterra Y – *Editorial Design (Portfolio Series)* (Laurence King, 2007) ISBN 978-1856694339

Journals

Artists & Illustrators (Quarto Group)

Association of Illustrators Journal (Jo Davies)

Computer Arts

Computer Arts Projects

Creative Review

Graphics World (Graphics World Publications)

Typographic (The Design Press)

Visual Studies (Taylor & Francis Informa)

Websites

ahds.ac.uk/visualarts/learning	Digital images and research resources for art education
desktoppublishing.com/design.html	Good selection of graphic design links and articles
www.computerarts.co.uk	Computer Arts News and tips
www.dandad.org	D & AD: representing creative industries
www.dmoz.org/Arts/Graphic_Design/Typography	List of typography websites
www.eyemagazine.com	Eye Magazine
www.getty.edu/research/conducting_research/digitized_collections/lissitzky/index.html	Designs by E1 Lissitzky
www.ilovetypography.com	Celebrating Typography
www.limitedlanguage.org	Platform for discussion about visual communication
www.microsoft.com/typography/default.mspx	Microsoft Typography
www.rsub.com/typographic	All about Typography
www.typography.com	Hoefler & Frere Jones fonts
www.webstyleguide.com/wsgz/8-typography/index.html	Web Style Guide Information on typography
www.wpdfd.com/issues/23/typography	Typography for the web

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Skill	When learners are …
Independent enquirers	listing how others' words and images work together in a design context
	exploring the potential of words and images within their own work
Creative thinkers	explaining the visual relationship of words and images within their own ideas
	exploring the potential of words and images within their own work
Reflective learners	listing how others' words and images work together in a design context
	explaining the visual relationship of words and images within their own ideas
	exploring the potential of words and images within their own work
Team workers	listing how others' words and images work together in a design context
Self-managers	listing how others' words and images work together in a design context
	exploring the potential of words and images within their own work
Effective participators	explaining the visual relationship of words and images within own ideas
	exploring the potential of words and images within their own work.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Independent enquirers	discussing assignment requirements
	researching and annotating
	evaluating work
Creative thinkers	developing of final outcomes
	evaluating work
Reflective learners	giving feedback on assessment decisions
	evaluating their own work and that of others
	presenting ideas and final solutions
Team workers	researching and annotating
	discussing ideas
	generating ideas
	developing software and hardware skills
Self-managers	organising time and managing resources effectively
	researching and annotating
	developing ideas and final solutions
Effective participators	participating in critiquing their own work and that of others
	discussing work
	generating ideas.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching examples of words and images developing and producing final outcomes
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning project briefs and where and how ICT might be used when appropriate evaluating outcomes and the appropriateness of medium
Manage information storage to enable efficient retrieval	effectively backing up digital files researching from internet sources; downloading information; creating folders for storage and retrieval
Follow and understand the need for safety and security practices	undergoing induction period – introduction to the ICT centre and systems and working practices
Troubleshoot	working through any issues arising using correct procedures
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding related digital graphic work to support development of ideas
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	finding and using relevant information to support the development of ideas and the formulation of opinions
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● text and tables ● images ● numbers ● records	designing digitally using scanners inputting and formatting information from sources
Bring together information to suit content and purpose	researching, developing ideas and producing final outcomes
Present information in ways that are fit for purpose and audience	developing design ideas digitally importing visual and textual information relevant to brief/activity
Evaluate the selection and use of ICT tools and facilities used to present information	using digital means to plan, create and give presentations to different audiences
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	assessing their progress and commenting on the appropriateness of their selection of ICT tools and facilities eg use of software

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	working with: • scale • paper sizes and formats • font sizes
Identify the situation or problem and the mathematical methods needed to tackle it	using measuring and orthographic projection for accuracy, and scaling using software to observe and modify designs from different viewpoints
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the project brief describing the physical properties and characteristics of different materials contributing to group discussions and the sharing of ideas evaluating own and others' designs and finished work presenting to target audiences
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching, reading, selecting text and images annotating, commenting and comparing using contextual texts and images to relate to own design ideas evidencing understanding through discussion, crit sessions, evaluations and presentations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	evaluating results of designs to meet the brief annotating recordings and ideas for judgement of qualities and appropriateness in the use of selected words and images analysing and evaluating selected artists' images for the purpose of developing their own work, using personal judgements and relating research to their own ideas preparing presentations of final work.